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ABSTRACT

The educational system in England and Wales is currently encountering a mix of increased central government control and school decentralization. The Local Education Authority (LEA) is in danger of being squeezed out, unless it can discover a new role as a service operation. American school districts in the same situation have adopted a "customer service orientation" under the influence of the Total Quality Management perspective. This book presents an account of the Hereford and Worcester (England) LEA's efforts to reconcile relative autonomy while attempting to keep faith with the principles of self-development and self-actualization. The LEA's inspection and review work, teacher-appraisal plans, and inservice development/support services were designed to meet the needs of self-managing schools. The LEA had to conduct a delicate balancing act between the more independent, assertive schools on the one hand, and a more demanding central government on the other. Twenty-one figures are included. (LMI) included. (LMI)

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